

CLUSTER: EARLY CHILDHOOD TRANSITION

OBJECTIVE: Transition planning results in needed supports and services, available and provided as appropriate, to a child and the child's family when the child exits Part C.

RELATED MISSOURI PERFORMANCE GOAL(S):

The performance level of children who receive special education services prior to age 5 will increase on the School Entry Profile.

Notes:

- Components and indicators marked with an “*” are included in Cluster Lite.
- Related professional development is listed under the indicators. For descriptions of the professional development, please refer to the Comprehensive System of Professional Development section.
- General notes about the data analyzed in this report can be found in the Data Explanations section.

COMPONENT C/BT.1*: Do all children exiting Part C receive the services they need by their third birthday?

Overview Answer: Missouri does not currently have much data pertaining to children exiting from First Steps, however this is changing due to the redesign of the First Steps program. Future data collected will identify where there are gaps in the provision of appropriate services and at that point actions will be taken to provide seamless services as children transition from Part C to Part B. See the Self-Assessment Process section for information on the First Steps redesign.

Strengths: Phase I of the First Steps Redesign began in April 2002 in five areas of the state. Phase 2 includes the rest of the state and is scheduled to be in place by February 2003. The redesign requires standardized forms be used statewide and requires the use of a child data system which will allow DESE to monitor data on an ongoing basis. This data includes exiting and transition information. The Individualized Family Services Plan (IFSP) now includes a transition checklist. A follow-up parent survey will be conducted six months after exiting the First Steps program. The survey will include a question related to the child's status on the third birthday. Professional development in this area includes the transition module of the First Steps training and the Transition Handbook for parents.

Missouri has a wide range of options available for early education. Local Interagency Coordinating Councils (LICC) provides opportunities for linkages and networking at the local level.

Areas of Concern: Missouri does not have an individual student record system for Part B, therefore we do not have a good method of tracking children as they exit Part C into Part B. Therefore, it is very likely that there are children who do not get into appropriate services by age three, however the Part C follow-up survey will provide data in this area. Development of a cost-effective, efficient method to collect survey results is needed.

Other Comments: Additional data is needed from the Child Care Resource and Referral Network and/or the Department of Health and Senior Services about the number of licensed and unlicensed child care facilities/homes in Missouri as well as information from Missouri Accreditation about the number of accredited preschool programs in Missouri. MPACT data on First Steps Transition training should be collected through a survey distributed at the end of training.

It is the recommendation of this committee that every school district that provides early childhood special education (ECSE) services be required to send a representative to the Transition Module offered by the First Steps training system.

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<p>C/BT.1.1: Is training provided jointly to Part B and C providers and parents regarding the transition process?</p> <p>Data Sources:</p> <ul style="list-style-type: none">Missouri First Steps Redesign Project: Final Report and Recommendations (9/99)Part C State Regulations and Part B State Plan for Special EducationFirst Steps Transition Handbook <p>Related CSPD:</p> <ul style="list-style-type: none">First Steps Module 4 – Movin’ On: Transition Into, Within, and From First Steps Service CoordinationFirst Steps BulletinsMissouri Parents’ Act (MPACT)New Scripts Early Intervention/ Early Childhood Systems Change in Personnel Preparation	<p>Data Summary:</p> <table><tr><th colspan="7">Early Intervention Skills and Knowledge Inventory</th></tr><tr><th>No Response</th><th>Minimal Understanding</th><th>Competent, but would like more training</th><th>Competent</th><th>Highly Skilled, can teach others</th><th>Does Not Apply to me</th><th>Question</th></tr><tr><td colspan="7">Feel competent discussing transition options with families as they prepare to exit the First Steps system.</td></tr><tr><td>22% (39)</td><td>4% (7)</td><td>11% (20)</td><td>25% (45)</td><td>9% (16)</td><td>28% (50)</td><td>54</td></tr><tr><td colspan="7">Understand the eligibility criteria of Part B preschool special education.</td></tr><tr><td>23% (41)</td><td>9% (16)</td><td>22% (39)</td><td>12% (21)</td><td>6% (11)</td><td>28% (50)</td><td>55</td></tr><tr><td colspan="7">Am able to conceptualize, develop and implement transition plans for individual families and children throughout the continuum of First Steps participation.</td></tr><tr><td>27% (48)</td><td>6% (11)</td><td>17% (30)</td><td>19% (34)</td><td>3% (5)</td><td>28% (50)</td><td>56</td></tr></table> <p>Source: Missouri First Steps Redesign Project Number of Respondents: 179 service providers for First Steps</p> <p>Committee Conclusions: Joint training is not required, however transition policy is consistent in the Part C and B State Regulations, which provide continuity for joint training. All First Steps service coordinators and service providers are required to participate in a 1-day intensive training module on the topic of transition from Part C. This training will also be available to parents, local school district staff and other community-based program staff. No data is available regarding participation by specific groups at this time. First Steps materials (Transition Handbook) for parents have been developed, but no data has been collected pertaining to the numbers disseminated. More information about the specific training needs of both Part B and Part C providers needs to be gathered.</p>	Early Intervention Skills and Knowledge Inventory							No Response	Minimal Understanding	Competent, but would like more training	Competent	Highly Skilled, can teach others	Does Not Apply to me	Question	Feel competent discussing transition options with families as they prepare to exit the First Steps system.							22% (39)	4% (7)	11% (20)	25% (45)	9% (16)	28% (50)	54	Understand the eligibility criteria of Part B preschool special education.							23% (41)	9% (16)	22% (39)	12% (21)	6% (11)	28% (50)	55	Am able to conceptualize, develop and implement transition plans for individual families and children throughout the continuum of First Steps participation.							27% (48)	6% (11)	17% (30)	19% (34)	3% (5)	28% (50)	56
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<p>C/BT.1.2*: Are all children eligible for Part B services receiving special education and related services by their third birthday?</p> <p>Data Sources:</p> <ul style="list-style-type: none">Monitoring dataECSE Web Application data – First Step ReferralsMissouri First Steps Redesign Project: Final Report and Recommendations (9/99)	<p>Data Summary:</p> <p style="text-align: center;">Monitoring Data</p> <p>Monitoring Indicator 101510 - IEP in place by third birthday for First Steps transition</p> <table><tr><th></th><th># Districts monitored on this standard</th><th># Districts out of compliance (initial)</th><th># Districts out of compliance Follow-up1</th><th># Districts out of compliance Follow-up2</th></tr><tr><td>FY1999</td><td>68</td><td>2</td><td>0</td><td></td></tr><tr><td>FY2000</td><td>48</td><td>4</td><td>0</td><td></td></tr><tr><td>FY2001</td><td>62</td><td>4</td><td>Incomplete</td><td></td></tr></table> <p>Monitoring Indicator 101520 – IEP implemented as soon as possible following IEP meeting</p> <table><tr><th></th><th># Districts monitored on this standard</th><th># Districts out of compliance (initial)</th><th># Districts out of compliance Follow-up1</th><th># Districts out of compliance Follow-up2</th></tr><tr><td>FY1999</td><td>65</td><td>2</td><td>0</td><td></td></tr><tr><td>FY2000</td><td>72</td><td>2</td><td>0</td><td></td></tr><tr><td>FY2001</td><td>87</td><td>1</td><td>Incomplete</td><td></td></tr></table>		# Districts monitored on this standard	# Districts out of compliance (initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	68	2	0		FY2000	48	4	0		FY2001	62	4	Incomplete			# Districts monitored on this standard	# Districts out of compliance (initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	65	2	0		FY2000	72	2	0		FY2001	87	1	Incomplete	
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C/BT.1.2*: Concluded	<div>Referrals from First Steps (Part C)</div> <table><tr><td></td><td>1999-2000</td><td>2000-2001</td><td>2001-2002 (Estimated)</td></tr><tr><td>Number of First Step Referrals since end of last school year</td><td>1,210</td><td>1,632</td><td>1,784</td></tr><tr><td>Of the number of First Steps Referrals, number of children that were ECSE eligible</td><td>1,001</td><td>1,315</td><td>1,420</td></tr><tr><td>Percent of children being served</td><td>82.7%</td><td>80.6%</td><td>79.6%</td></tr></table> <div>Source: ECSE Web Application</div> <div>Missouri First Steps Redesign Project Family Evaluation (Exited Families)</div> <table><tr><td colspan="5">I attended an IEP meeting that decided my child's eligibility for preschool special education services BEFORE my child turned age three.</td></tr><tr><td>No Response</td><td>Yes</td><td>No</td><td>Unsure</td><td>Question</td></tr><tr><td>12% (9)</td><td>53% (39)</td><td>26% (19)</td><td>8% (6)</td><td>37</td></tr></table> <div>Number of Respondents: 73</div> <div>Committee Conclusions:</div> <p>Missouri does not currently have the data to definitively answer this indicator, however various pieces of data indicate that children with disabilities who are Part B eligible when they exit Part C go on to receive Part B services. The data does show some discrepancies in numbers. These discrepancies can be explained in part by the differing time periods of the various collections (Part C OSEP report is on a calendar year while ECSE web application data is on a fiscal year), however further analysis is needed to determine the reasons for the discrepancies. The compliance standards and data management system are presently being revised so that monitoring data can be disaggregated for both early childhood and school age populations.</p> <p>Second Cycle Part B monitoring data in regards to the IEP being in place by the third birthday for children transitioning from First Steps indicates that the majority of LEAs are in compliance at their initial compliance review and that all are in compliance after their first follow-up.</p> <p>A survey showed that 53% of exited families said they attended an IEP meeting before their child's third birthday. Data does not indicate the number that should have participated in an IEP meeting.</p>		1999-2000	2000-2001	2001-2002 (Estimated)	Number of First Step Referrals since end of last school year	1,210	1,632	1,784	Of the number of First Steps Referrals, number of children that were ECSE eligible	1,001	1,315	1,420	Percent of children being served	82.7%	80.6%	79.6%	I attended an IEP meeting that decided my child's eligibility for preschool special education services BEFORE my child turned age three.					No Response	Yes	No	Unsure	Question	12% (9)	53% (39)	26% (19)	8% (6)	37
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<p>C/BT.1.3*: Are all children not eligible for services under Part B receiving other appropriate services by their third birthday?</p> <p>Data Sources:</p> <ul style="list-style-type: none">Part C Exit Data (OSEP Table 3)	<p>Data Summary:</p> <table><tr><th colspan="4">Reasons for Exit due to Part C Program Completion</th></tr><tr><th></th><th>1999</th><th>2000</th><th>2001</th></tr><tr><td>Completion of IFSP prior to reaching maximum age for Part C</td><td>4.5%</td><td>12.8%</td><td>10.1%</td></tr><tr><td>Part B eligible</td><td>72.5%</td><td>69.8%</td><td>61.6%</td></tr><tr><td>Not eligible for Part B, exit to other programs</td><td>14.5%</td><td>6.3%</td><td>16.9%</td></tr><tr><td>Not eligible for Part B, exit with no referrals</td><td>2.2%</td><td>6.0%</td><td>1.9%</td></tr><tr><td>Part B eligibility not determined</td><td>6.3%</td><td>5.1%</td><td>9.4%</td></tr></table> <p>Committee Conclusions:</p> <p>Missouri does not have the data to definitively answer this Indicator, however Part C Exit data suggests that very few of the children who are not eligible for Part B services leave Part C without a referral to other programs. No data is available to indicate whether or not the child is actually receiving other services by his/her third birthday. The data system for the redesigned First Steps program includes exit data relative to children not eligible for Part B services. Missouri's eligibility criteria for Part C is more restrictive than eligibility criteria for Part B.</p>	Reasons for Exit due to Part C Program Completion					1999	2000	2001	Completion of IFSP prior to reaching maximum age for Part C	4.5%	12.8%	10.1%	Part B eligible	72.5%	69.8%	61.6%	Not eligible for Part B, exit to other programs	14.5%	6.3%	16.9%	Not eligible for Part B, exit with no referrals	2.2%	6.0%	1.9%	Part B eligibility not determined	6.3%	5.1%	9.4%
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<p>C/BT.1.4: What opportunities for community-based services are available for children exiting Part C and not eligible for Part B and have these opportunities increased as a result of ongoing program evaluation?</p> <p>Data Sources:</p> <ul style="list-style-type: none">School Entry Profile reportVarious program countsResearch Report – Missouri's First Steps Program (6/99)	<p>Data Summary:</p> <table><tr><th colspan="3">Summary Chart of Early Childhood Preschool Programs</th></tr><tr><th></th><th>Number of Preschool Programs Statewide 1990</th><th>Number of Preschool Programs Statewide 2001</th></tr><tr><td>Missouri Preschool Project</td><td>0</td><td>161</td></tr><tr><td>Head Start</td><td>Unknown</td><td>Unknown</td></tr><tr><td>Title I</td><td>57 LEAs</td><td>178 LEAs</td></tr><tr><td>Licensed Childcare Providers</td><td>Unknown</td><td>3,933</td></tr><tr><td>Locally Funded/Tuition Based</td><td>10</td><td>14</td></tr></table>	Summary Chart of Early Childhood Preschool Programs				Number of Preschool Programs Statewide 1990	Number of Preschool Programs Statewide 2001	Missouri Preschool Project	0	161	Head Start	Unknown	Unknown	Title I	57 LEAs	178 LEAs	Licensed Childcare Providers	Unknown	3,933	Locally Funded/Tuition Based	10	14							
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C/BT.1.4: Continued	<div>School Entry Profile* FY2000</div> <table><tr><th></th><th>Special Education Only</th><th>Special Education, PAT & Preschool</th></tr><tr><td>Preparation for Kindergarten</td><td>91.2</td><td>98.8</td></tr><tr><td>Conventional Knowledge</td><td>90.8</td><td>96.8</td></tr><tr><td>Learning to Learn</td><td>86.3</td><td>95.8</td></tr><tr><td>Working with Others</td><td>85.8</td><td>96.1</td></tr><tr><td>Mathematical/Physical Knowledge</td><td>85.1</td><td>96.1</td></tr><tr><td>Communication</td><td>88.8</td><td>95.9</td></tr><tr><td>Symbolic Development</td><td>88.1</td><td>95.4</td></tr></table> <p>*The mean standardized scale score is 100 with a standard deviation of 15.</p> <p>Since 1992, the percent of eligible families served by Parents as Teachers (PAT) has increased from 34% to 47% in 2001. This program is available for any family, but in recent years, the state has redirected some PAT resources to increase services for the most needy of families. PAT provides screenings so that developmental delays and health needs can be identified and addressed before children enter kindergarten.</p> <p>“By far the most consistent theme to emerge, in both the survey and the interviews, is that parents perceive they have few or no options to consider as they plan their child’s transition from First Steps to Early Childhood services. At any rate, it is clear that parents want greater flexibility and a greater range of choices for possible solutions for their child.” Source: Research Report – Missouri’s First Steps Program</p> <p>Committee Conclusions: Since the passage of Senate Bill 740 which required school districts to provide Early Childhood Special Education to eligible 3-4 year olds effective 1991, the options for providing services to preschool age children in “regular education” settings has increased. For example, in 1990, 57 districts used Title I funding to provide preschool programs, and this number has increased to 178 in 2001. Data also indicates that ten districts provided district funded or tuition based preschools in 1990 and the number is now 14. (It is suspected that these programs have been very under-reported in the past and continue to be under-reported, however we still believe there has been an increase in numbers.) Also, Missouri legislators passed House Bill 1519, establishing the Early Childhood Development Education and Care Fund in 1998. DESE’s portion of these funds is used to provide early care and education services to 3 and 4 year old children in Missouri.</p>		Special Education Only	Special Education, PAT & Preschool	Preparation for Kindergarten	91.2	98.8	Conventional Knowledge	90.8	96.8	Learning to Learn	86.3	95.8	Working with Others	85.8	96.1	Mathematical/Physical Knowledge	85.1	96.1	Communication	88.8	95.9	Symbolic Development	88.1	95.4
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<p>C/BT.1.4: Concluded</p>	<p>While the overall number of programs has been increasing, based on information at the county and/or district level, there are six counties and large portions of at least 15 other counties that do not have Title I, MPP or district preschools. Information on licensed childcare facilities in these areas has not been collected.</p> <p>School Entry Assessment findings indicate that teachers rate special needs children who participate in PAT and preschool in addition to an early childhood special education program as being similar in preparation to non-disabled children.</p>																																										
<p>C/BT.1.5: What data indicates the family's satisfaction level with the transition process?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Research Report – Missouri's First Steps Program (6/99) • Missouri First Steps Redesign Project: Final Report and Recommendations (9/99) 	<p>Data Summary:</p> <p style="text-align: center;">Transition Questionnaire and Average Responses</p> <table border="1"> <thead> <tr> <th>Preparing for the Transition</th><th>Average Response</th></tr> </thead> <tbody> <tr> <td>Our Early Intervention Team helped develop a transition plan</td><td>1.7</td></tr> <tr> <td>Transition planning began early enough to allow for a smooth transition</td><td>2.0</td></tr> <tr> <td>I had choices for where my child would go</td><td>2.3</td></tr> <tr> <td>I had enough information to make an informed decision about where my child would go</td><td>2.1</td></tr> <tr> <td>I was able to visit new programs and meet the staff</td><td>2.0</td></tr> <tr> <td>I had a chance to talk to other parents of children in the program before enrolling</td><td>2.9</td></tr> <tr> <td>My child spent time in the new program interacting with the staff</td><td>2.3</td></tr> <tr> <td>Transition planning made changing programs easier for my child and my family</td><td>2.1</td></tr> <tr> <td colspan="2" style="text-align: center;">The Transition</td></tr> <tr> <td>I felt the new staff wanted my child in the program and communicated that</td><td>1.7</td></tr> <tr> <td>I felt welcomed by the new program</td><td>1.6</td></tr> <tr> <td>My child made an easy adjustment to the new program</td><td>1.8</td></tr> <tr> <td>Our family made an easy adjustment to the new program</td><td>1.8</td></tr> <tr> <td>The old and new programs shared information with me and with each other</td><td>2.0</td></tr> <tr> <td colspan="2" style="text-align: center;">After the Transition</td></tr> <tr> <td>I felt supported by other parents throughout this transition process</td><td>2.8</td></tr> <tr> <td>I feel good about the decisions I made regarding my child's transition</td><td>1.7</td></tr> <tr> <td>I felt good about the decisions others made regarding my child's transition</td><td>1.8</td></tr> <tr> <td>On the whole the transition process was positive</td><td>1.9</td></tr> <tr> <td>My opinions and feelings about the transition were respected and responded to</td><td>1.8</td></tr> </tbody> </table> <p>1=Strongly Agree, 2=Agree, 3=Disagree, 4=Strongly Disagree Source: Research Report – Missouri's First Steps Program</p>	Preparing for the Transition	Average Response	Our Early Intervention Team helped develop a transition plan	1.7	Transition planning began early enough to allow for a smooth transition	2.0	I had choices for where my child would go	2.3	I had enough information to make an informed decision about where my child would go	2.1	I was able to visit new programs and meet the staff	2.0	I had a chance to talk to other parents of children in the program before enrolling	2.9	My child spent time in the new program interacting with the staff	2.3	Transition planning made changing programs easier for my child and my family	2.1	The Transition		I felt the new staff wanted my child in the program and communicated that	1.7	I felt welcomed by the new program	1.6	My child made an easy adjustment to the new program	1.8	Our family made an easy adjustment to the new program	1.8	The old and new programs shared information with me and with each other	2.0	After the Transition		I felt supported by other parents throughout this transition process	2.8	I feel good about the decisions I made regarding my child's transition	1.7	I felt good about the decisions others made regarding my child's transition	1.8	On the whole the transition process was positive	1.9	My opinions and feelings about the transition were respected and responded to	1.8
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C/BT.1.5: Concluded	<div>Missouri First Steps Redesign Project Family Evaluation (Exited Families)</div> <table><tr><td colspan="5">Transition was a positive experience.</td></tr><tr><td>No Response</td><td>Yes</td><td>No</td><td>Unsure</td><td>Question</td></tr><tr><td>25% (18)</td><td>52% (38)</td><td>11% (8)</td><td>12% (9)</td><td>36</td></tr></table> <div>Number of Respondents: 73</div> <div>Committee Conclusions:</div> <div>Research reports from 1999 indicated the following:</div> <ul style="list-style-type: none">Overall, the results of family surveys in 1999 indicated that families had a positive transition experience. These surveys also indicated that a vital component of the families’ satisfaction with the transition process had to do with the quality of the relationships between themselves and the various individuals involved.38 of 55 of exited families reported that transition was a positive experience as opposed to eight families who did not report a positive experience and nine who were unsure.	Transition was a positive experience.					No Response	Yes	No	Unsure	Question	25% (18)	52% (38)	11% (8)	12% (9)	36																																																							
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C/BT.1.6*: What is the percentage of children leaving Part C services who are placed in settings with typically developing children? Data Sources: <ul style="list-style-type: none">618 data	<div>Data Summary:</div> <div>Special Education Placement Data</div> <table><tr><td></td><td colspan="2">2000</td><td colspan="2">2001</td><td colspan="2">2002</td></tr><tr><td>Age</td><td>3</td><td>4</td><td>3</td><td>4</td><td>3</td><td>4</td></tr><tr><td>Home</td><td>4.56%</td><td>4.92%</td><td>5.43%</td><td>3.48%</td><td>4.12%</td><td>3.29%</td></tr><tr><td>Itinerant - Outside the Home</td><td>12.91%</td><td>16.61%</td><td>12.80%</td><td>13.83%</td><td>17.55%</td><td>20.14%</td></tr><tr><td>Early Childhood Setting</td><td>21.07%</td><td>25.87%</td><td>19.09%</td><td>25.54%</td><td>14.18%</td><td>21.32%</td></tr><tr><td>EC Special Education Setting</td><td>50.77%</td><td>44.48%</td><td>53.62%</td><td>49.00%</td><td>55.48%</td><td>47.92%</td></tr><tr><td>Separate School</td><td>6.27%</td><td>5.05%</td><td>5.26%</td><td>3.85%</td><td>3.18%</td><td>2.31%</td></tr><tr><td>PT EC / PT ECSE Setting</td><td>4.42%</td><td>3.06%</td><td>3.71%</td><td>4.17%</td><td>5.45%</td><td>4.98%</td></tr><tr><td>Residential Facility</td><td>0.00%</td><td>0.00%</td><td>0.09%</td><td>0.12%</td><td>0.04%</td><td>0.05%</td></tr><tr><td>Total Early Childhood:</td><td>100.00%</td><td>100.00%</td><td>100.00%</td><td>100.00%</td><td>100.00%</td><td>100.00%</td></tr></table> <div>Committee Conclusions:</div> <div>At this time, data is only available for children receiving Part B services under IDEA. Part B Special Education placement data does not clearly identify the percentage of children who are placed in settings with typically developing children. The biggest problem with the interpretation of this data is that children in reverse mainstream classrooms are reported in Early Childhood Special Education Settings even though these children are in settings with typically developing peers. Missouri currently cannot break out this data.</div> <div>The redesigned First Steps program will be able to provide exit data and follow-up data for students exiting Part C. When this data is available, we will be better able to address this question.</div>		2000		2001		2002		Age	3	4	3	4	3	4	Home	4.56%	4.92%	5.43%	3.48%	4.12%	3.29%	Itinerant - Outside the Home	12.91%	16.61%	12.80%	13.83%	17.55%	20.14%	Early Childhood Setting	21.07%	25.87%	19.09%	25.54%	14.18%	21.32%	EC Special Education Setting	50.77%	44.48%	53.62%	49.00%	55.48%	47.92%	Separate School	6.27%	5.05%	5.26%	3.85%	3.18%	2.31%	PT EC / PT ECSE Setting	4.42%	3.06%	3.71%	4.17%	5.45%	4.98%	Residential Facility	0.00%	0.00%	0.09%	0.12%	0.04%	0.05%	Total Early Childhood:	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
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